

2006-07 KYAE Policy and Procedure Manual

History of Changes

October 1, 2006

Change: Assessment Policy, pp. 10-21.

Announced: E-mail and posted on www.kyae.ky.gov – September 22.

Details

Policy changes were required by the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, which oversees federal funding for adult education. Changes included:

- Stipulation for pre-assessment to occur at orientation or within 12 hours of instruction.
- Test publishers' recommended timeframes for post-testing as provided by OVAE.
- Procedure for granting an exception based on professional judgment for individual students who post-test prior to the test publishers' recommended timeframes.

Previous policy language is below in black type; new policy language follows in blue type.

Previous policy language is below – affected sections are highlighted in yellow. (This policy language effective until September 30, 2006).

INITIAL ASSESSMENT

- To determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals.
- Providers shall administer an initial assessment at student orientation, or within a short period thereafter, and shall use the lowest test score in a subject area to determine a student's entry level. Parts of the assessment, such as reading or math, may be used. The assessment should be in areas in which instruction will be focused.
- All initial assessment results must be entered into AERIN.
- Individuals shall be officially enrolled upon completion of an approved assessment and in compliance with eligibility requirements. The program will maintain enrollment forms, assessment forms and the current educational plan on file for three years.
- The hours spent in orientation and assessment shall count toward the adult student's total attendance hours.

POST-ASSESSMENTS

- Interim and post-tests should be routine components of a program's instructional process.
- The student shall be assessed, at least once, after a standard instructional period, at the end of the class, prior to withdrawal or at the end of the program year. It is recommended that students' progress be reassessed a minimum of every 50 hours.
- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9 pretest can be followed with a post-test using TABE 10 as long as it is in the same series. Exceptions are noted in the examiner's manual.
- All interim and post-test results must be entered into AERIN. If more than one assessment is given, the latest assessment determines educational functioning level completion or advancement.
- Providers shall use the lowest subject area test score to determine a student's progress.
- If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry-level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- The GED Official Practice Test (OPT) shall be used to determine the readiness of the student to take the GED. The OPT may not be used as a measure of student progress in instructional programs.

ASSESSMENT PROCEDURES

- Adult educators must meet all vendor and KYAE training requirements before administering assessments. Adult educators should consult PDtrack for KYAE training on assessments.
- Assessment instruments must be kept in a secure environment according to vendor requirements.
- Assessment instruments shall be administered in a proctored environment and in accordance with vendor and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

- Reasonable accommodations for assessment shall be provided to students when:
 - a. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504.

- b. The adult education program has administered a screening instrument and determined that accommodations are warranted.
- Accommodated assessments shall be in compliance with the fiscal agent's policies and procedures regarding accommodations.
- Accommodated assessments shall be in compliance with test publisher recommendations.
- Typical assessment accommodations for students with a documented disability include large print, extended time, audio-cassette, calculator for math, private room and break time.
- The accommodation must be specific to the disability and address only the documented functional limitations. Adult educators should note that inappropriate accommodations may lead to inaccurate test results.

KYAE-APPROVED ASSESSMENTS

TABE 9/10 (recommended)

TABE 7/8

- TABE is recommended for adult education, corrections education and family literacy students.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take "Introduction to TABE" and for all instructors administering the test to be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE.
- Upon initial enrollment, the TABE Locator(s) Test should be used as one tool to help determine the appropriate level(s) of the TABE assessment to be administered. The Locator should be used in conjunction with any other measures of student performance the instructor may have to determine the appropriate level(s) of the TABE assessment to be administered.
- Post-testing procedures must be in compliance with the official examiner's manual.

Ordering information:

Peggy Levins, Evaluation Consultant
 CTB/McGraw-Hill
 3134 Bush Drive
 Franklin, TN 37064
 Phone: (615) 599-6575
 Fax: (615) 599-6576
 E-mail: peggy_levins@ctb.com

CTB/McGraw-Hill
 P.O. Box 150
 Monterey, CA 93942-0150
 Phone: (800) 538-9547
 Fax: (800) 282-0266
 Web site: www.ctb.com

Workplace TABE

- Workplace TABE is for use when the student's goals are to get a job, a better job or improve workforce skills.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take "Introduction to TABE" and for all instructors administering the test to be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE.
- **Post-testing procedures must be in compliance with the official examiner's manual.**

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WorkKeys

- WorkKeys may be used when the student's goals are to get a job, a better job or improve workforce skills.
- **Adults without a high school diploma** may be initially assessed using WorkKeys and enrolled on this assessment if the student's WorkKeys level crosswalks to one of three NRS levels (High Intermediate Basic Education, Low Adult Secondary Education, High Adult Secondary Education). This assessment should be administered only after an initial intake process indicates that the student will score well on the WorkKeys assessment. If the student's WorkKeys level falls below one of these three NRS levels, the student should be assessed on the TABE and enrolled according to TABE results.
- **Adults with a high school diploma** should be assessed with a TABE to determine adult education eligibility (scoring 11.9 or below). If the adult is not eligible, he/she should be referred to KCTCS for a WorkKeys assessment.
- **Adults with a high school diploma and a pre-existing WorkKeys level** that qualifies them for adult education services (one of the three NRS levels) may be enrolled based on the WorkKeys assessment.
- To show level gains, students enrolled on a WorkKeys assessment must be post-tested using WorkKeys.
- Information on how to obtain scale scores for students is available at [scale scores](#).
- **Post-testing procedures must be in compliance with the official examiner's manual.**

Ordering information:

ACT WorkKeys Customer Service – 70

2727 Scott Blvd.
PO Box 1008
Iowa City, IA 52243-1008
(319) 337-1550
Web site: www.act.org/workkeys

BEST Literacy
BEST Oral
BEST Plus

- These assessments are to be used for English as a second language students.
- Adult educators must be trained by a certified BEST trainer before administering the assessment.
- Post-testing procedures must be in compliance with the official examiner's manual.

Ordering information:
Center for Applied Linguistics
4646 40th Street, NW
Washington DC 20016-1859
(202) 362-0700
Web site: www.cal.org

CASAS

- CASAS is to be used only for English as a second language students.
- Adult educators must be trained by a certified CASAS trainer before administering these assessments.
- Post-testing procedures must be in compliance with the official examiner's manual.

Ordering information:
CASAS
8910 Clairemont Mesa Blvd.
San Diego, CA 92123-1104
(800) 255-1036
Web site: www.casas.org

New policy language is below – affected sections are highlighted in yellow. Effective October 1, 2006

INITIAL ASSESSMENTS

- As described above, to determine the appropriate assessment to administer, adult educators should talk with students about educational and career goals.
- Providers shall administer a KYAE-approved assessment (see “KYAE-Approved Assessments” section below) at student orientation **or within the first 12 hours of instruction.** The lowest test score in a subject area shall be used to determine a student’s entry level. Parts of an assessment, such as reading or math, may be used. The assessment should be in areas in which instruction will be focused **to facilitate student goal achievement.**
- All initial assessment results must be entered into AERIN.
- Individuals shall be officially enrolled upon completion of an approved assessment and in compliance with eligibility requirements. The program will maintain enrollment forms, assessment forms and the current educational plan on file for three years.
- The hours spent in orientation and assessment shall count toward the student’s total attendance hours.

POST-ASSESSMENTS

- Interim and post-tests should be routine components of a program’s instructional process.
- **Students shall be post-tested after a standard instructional period or according to the instructor’s professional judgment. Test publishers’ recommended timeframes for post-testing as provided by OVAE can be found at the NRS Web site, pp. 6-8, and in the “KYAE-Approved Assessments” section below.**
 - **Factors that affect student achievement include intensity, duration and quality of instruction, student motivation, and close alignment of instruction with student goals; therefore, exceptions to test publishers’ recommended timeframes for post-testing may be made on an individual student basis.**
 - **To determine an exception, adult educators should use their professional judgment and the individual student goal.**
 - **The basis for determining an exception must be documented with a “Post-Assessment Exception Form” subject to KYAE monitoring. The original signed form must be filed in the student’s folder; a copy of the form must be filed with the adult education program director.**

- Providers shall use a different form of the same test for the follow-up assessment. For example, a TABE 9 pre-test can be followed with a post-test using TABE 10 as long as it is in the same series. Exceptions are noted in the examiner's manual.
- All interim and post-test results must be entered into AERIN. If more than one assessment is given, the latest assessment determines educational functioning level completion or advancement.
- Providers shall use the lowest subject area test score to determine a student's progress.
- If no follow-up assessment of the student is made during the program year, the student must be counted as remaining in the same educational level as upon entry and cannot be reported as advancing to a higher functioning level.
- An "advance" or "completion" is recorded if, according to a subsequent assessment, the student has entry level skills corresponding to one or more levels higher than the incoming level in the areas initially used for placement.
- The GED Official Practice Test (OPT) may not be used as a measure of student progress in instructional programs.

ASSESSMENT PROCEDURES

- As specified in the "KYAE-Approved Assessments" section below, adult educators must meet all test publisher and KYAE training requirements before administering assessments. Adult educators should consult PDtrack for scheduled training on assessments.
- Assessment instruments must be kept in a secure environment according to test publisher requirements.
- Assessment instruments shall be administered in a proctored environment and in accordance with test publisher and KYAE assessment guidelines.

ASSESSMENT ACCOMMODATIONS

- Reasonable accommodations for assessment shall be provided to students when:
 - a. The student has disclosed the presence of a disability and has provided documentation by a qualified professional of eligibility for accommodations under the provisions of the Americans with Disabilities Act (ADA)/Section 504.
 - b. The adult education program has administered a screening instrument and determined that accommodations are warranted.
- Accommodated assessments shall be in compliance with accommodated testing guidelines, policies and procedures established by the program's fiscal agent.
- Accommodated assessments shall be in compliance with test publisher guidelines.

KYAE-APPROVED ASSESSMENTS

TABE 9/10 (recommended)

TABE 7/8

- TABE is recommended for adult education, corrections education and family literacy students.
- A student must score 11.9 or below to be eligible.
- KYAE requires at least one adult educator in every county to take “Introduction to TABE” and for all instructors administering the test to be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE.
- Upon initial enrollment, the TABE Locator(s) Test should be used as one tool to help determine the appropriate level(s) of the TABE assessment to be administered. The Locator should be used in conjunction with any other measures of student performance the instructor may have to determine the appropriate level(s) of the TABE assessment to be administered.
- Recommended Timeframes for Pre- and Post-testing as provided by OVAE ([NRS Web site](#), pp. 6-8):
 - If the pre- and post-test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 level M): 60 hours.
 - If the pre- and post-test are for the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.
 - CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
 - If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.
- See the “Post-Assessments” section above for post-assessment exceptions.

TABE ordering information:

Peggy Levins, CTB/McGraw-Hill Evaluation Consultant
3134 Bush Drive
Franklin, TN 37064
phone: 615 599-6575; email: peggy_levins@ctb.com

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P.O. Box 150
Monterey, CA 93942-0150
Phone: 800-538-9547
Web Site: www.ctb.com

Workplace TABE

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- KYAE requires at least one adult educator in every county to take "Introduction to TABE" and for all instructors administering the test to be familiar with the McGraw-Hill training video and accompanying workbook on administering the TABE.
- Recommended Timeframes for Pre- and Post-testing as provided by OVAE (NRS Web site, pp. 6-8):
 - If the pre- and post-test are for the same level but using a different form (e.g., TABE 9 Level M to TABE 10 level M): 60 hours.
 - If the pre- and post-test are for the same level and use the same form (e.g., TABE 9 level M to TABE 9 level M): 120 hours.
 - CTB/McGraw-Hill suggests the pre- and post-test guidelines as Best Practices recommendations based upon feedback and APA guidelines. The purpose for assessing with TABE will also have an impact on the implementation of these recommendations. CTB discourages random and frequent testing as it will not present valid gain scores and could create a practice effect, thus producing questionable or spurious scores. Instructional intervention between testing periods is strongly recommended to maximize gain. Proper use of the Locator Test as a determinant of appropriate content level testing is also strongly recommended and is an integral part of the testing process.
 - If a test is to be administered as a retest because the initial test session was invalid, there is not a prescribed length of time that needs to occur. However, CTB strongly encourages some instructional time in order to avoid a practice effect.
- See the "Post-Assessments" section above for post-assessment exceptions.

TABE ordering information:

See above

WorkKeys

- WorkKeys may be used when the student's goals are to get a job, a better job or improve workforce skills.
- **Adults without a high school diploma** may be initially assessed using WorkKeys and enrolled on this assessment if the student's WorkKeys level crosswalks to one of three NRS levels (High Intermediate Basic Education, Low Adult Secondary Education, High Adult Secondary Education). This assessment should be administered only after an initial intake process indicates that the student will score well on the WorkKeys assessment. If the student's WorkKeys level falls below one of these three NRS levels, the student should be assessed on the TABE and enrolled according to TABE results.
- **Adults with a high school diploma** should be assessed with a TABE to determine adult education eligibility (scoring 11.9 or below). If the adult is not eligible, he/she should be referred to KCTCS for a WorkKeys assessment.
- **Adults with a high school diploma and a pre-existing WorkKeys level** that

qualifies them for adult education services (one of the three NRS levels) may be enrolled based on the WorkKeys assessment.

- To show level gains, students enrolled on a WorkKeys assessment must be post-tested using WorkKeys.
- Post-testing procedures must be in compliance with the official examiner's manual. When used in a non-collegiate setting, post-testing should be based on a regular course of instruction and/or workforce project.
- Information on how to obtain scale scores for students is available at [scale scores](#).
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - We [ACT/WorkKeys] typically recommend that the student be involved in regular instruction that is offered by the institution. This would amount to a semester or quarter course.
- See the "Post-Assessments" section above for post-assessment exceptions.

WorkKeys ordering information:

ACT WorkKeys Customer Service – 70
2727 Scott Blvd.
PO Box 1008
Iowa City, IA 52243-1008
(319) 337-1550; Web site: www.act.org/workkeys

BEST Literacy

BEST Oral

BEST Plus

- These assessments are to be used for English as a second language students.
- Adult educators must be trained by a certified BEST Plus trainer before administering the BEST Plus assessment.
- Adult educators must be familiar with the training video and examiner's manual for BEST Literacy and BEST Oral.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **60 hours minimum; 80-100 hours recommended.**
 - If the hours for a course of instruction exceed the recommended number of hours, post-testing may most appropriately take place at the end of the instructional session.
 - Because program-related factors such as intensity of instruction, class size, teacher training and experience, and use of appropriate curricula and materials will affect language learning proficiency gains, programs should consider these factors when determining timing for pre- and post-testing.
- See the "Post-Assessments" section above for post-assessment exceptions.

BEST ordering information:

Center for Applied Linguistics
4646 40th Street, NW
Washington DC 20016-1859
(202) 362-0700; Web site: www.cal.org

CASAS

- CASAS is to be used only for English as a second language students.
- Adult educators must be trained by a certified CASAS trainer before administering these assessments.
- Recommended Timeframes for Pre- and Post-testing as issued by OVAE ([NRS Web site](#), pp. 6-8):
 - **70-100 hours (40 hours is the minimum).**
 - Allow exceptions for courses with different schedules and intensity, e.g., allow more time for courses that meet infrequently or not intensively and for very intensive courses wait longer than the recommended number of hours to post-test.
 - Programs offering high-intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
 - Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other block of instruction, may choose to post-test at the end of the instructional period.
 - Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.
- See the "Post-Assessments" section above for post-assessment exceptions.

CASAS ordering information:

CASAS
8910 Clairemont Mesa Blvd.
San Diego, CA 92123-1104
(800) 255-1036
Web site: www.casas.org

October 1, 2006

Change: Professional Development Policy, p. 31.

Announced: E-mail and posted on www.kyae.ky.gov – September 22.

Details

Clarified requirements for new adult educators.

Previous language

NEW ADULT EDUCATORS

For the first two years of employment, new adult educators, both full- and part-time, must earn PDUs by completing a specific set of core requirements as defined in the PD Handbook. The required PDUs for new adult educators during the first two years of employment are different than required PDUs for experienced adult educators.

New language

NEW ADULT EDUCATORS

By the 25th month of employment, new adult educators must complete a specific set of core requirements and workshops as defined in the PD Handbook.